

A Philosophical Inquiry into Professionalism in Nigerian Teaching: Evaluating The Regulatory Impact of the Teachers' Registration Council of Nigeria (TRCN)

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ABSTRACT

This study examines the philosophical basis of professionalism in Nigerian precepts, taking into account the regulatory effects of the teacher. The philosophy research method, which admits conceptual analysis, critical thinking and normative evaluation, allows the research to examine how TRCN policies and banners influence teachers, professional identity, ethical behaviour and public perception. Despite several political exploits to professionalism teaching, there remains a clear difference in understanding the compatibility of these regulatory touchstones with deeper philosophical theories of professionalism and how they actually shape teachers. The results show that while the TRCN rules have improved teacher qualification criteria and enhanced public confidence, many teachers catch professional registration as a bureaucratic obligation rather than an ethical indebtedness free-based on mutual professional values. The study concludes that the impact of conventions on genuine professionalism is limited if they are not measured assorted with philosophical ideals such as reflection recitation, moral conduct and lifelong acquisition. It is commended that TRCN include philosophical training on ethics, teacher identity and decisive self-reflection, both in initial and continuing training. Promoting an open dialogue on what it really means to be a professional educator can help transfer the focus from pure documentation to promoting intrinsic motivation and professional integrity.

KEYWORDS

Teachers' Registration Council of Nigeria (TRCN), teacher professionalism, philosophy of education, ethics in teaching, regulatory policy

I. INTRODUCTION

Professionalism in education has long been recognized as a key element in ameliorating the quality of education and restoring public confidence in schools. In Nigeria, the teachers' enrolment board (TRCN) was established to set standards, regulate teachers' qualifications and upgrade ethical behaviour through certification and professional development. The aim of the TRCN is to translate the teaching of simple working conditions into a noble profession free-based on common values, committed to lifelong learning and social responsibility. Through its policies, codes of conduct and enforcement mechanics, the council intends to

normalize education as a recognized profession comparable to that of law, medicine, and technology.

The idea of professionalism in education, however, goes beyond the political model and formal rules. The philosophers of training argue that genuine professionalism should reflect thicker saints such as moral responsibility, thoughtful practice and an intrinsic commitment to ethical doctrine. It is not enough for teachers to meet outside standards or have securities; they must also understand why these standards are important and how they define their sense of identity and purpose. These philosophical ideals transform the teaching of purely technical or bureaucratic activeness into moral and rational practice rooted in self-cognizance and decisive thinking.

Despite the efforts of the TRCN, Nigerian educational enquiry stays an important gap, in some studies, it has been examined whether this relative policy really advances teachers to absorb in professionalism as an honourable commitment rather than simply as a legal requirement. Many teachers have largely completed the registration to meet employment requirements, but it is difficult to know whether this conformity results in significant changes in professional identity and recitation. It is therefore necessary to critically examine how the relative office of TRCN-learning is part of the philosophical hypotheses of professionalism and whether it is successful in promoting the axis of reflection, the moral agency and lifelong learning of Nigerian teachers.

This survey uses the philosophical method of inquiry and unites conceptual psychoanalysis, critical reflection and normative evaluation to bridge this gap. The aim is to study how the TRCN insurance affects teachers. See what it means to be a professional teacher and whether it goes beyond the motion of the policy to inspire teachers, intrinsic motivation and ethical responsiveness. This research provides a founder understanding of how policy and philosophy can act together to strengthen professionalism in Nigerian breeding and ensures that regulation is not limited to supporting what teachers need to do, but that they are the singles who will do it.

A. *Professionalism of Teachers and Regulatory Role of TRCN*

Teachers' professionalism is often understood as a combination of expertise, ethical commitment and committee's to continuous increase, which distinguish education as a profession and not as a processing. It is based on three related concepts: professional knowledge and competence, ethical norms and values, and a sense of professional identity rooted in the duty of learners and society. These constituents define what it implies for teachers not only to be information transmitters, but also reflective practitioners who are dedicated to both personal and collective educational goals.

In Nigeria, the teachers' enrolment board (TRCN) was established to institutionalized and protect these dimensions from teacher professionalism. The mandate includes regulating teacher training programs, registering, and certifying certified teachers, developing professional standards and applying honourable codes. Through this policy, the rat targets to take education higher to the status of highly regulated processing, such as law and medicine, where entry is controlled, practice is manoeuvre by codes of conduct and membership is both a sound and moral responsibility.

The TRCN approach is based on the belief that professional certification and licensing are not only improvements in the tone of teachers, but also enhance public confidence in education. By ensuring that only those who meet established standards can teach in Nigerian schools, the council protects assimilators and encourages the idea that teaching needs a singular mix of know-how, ethics, and commitment. The TRCN code of professional conduct typesets out expectations for satin pod, fairness, and esteem for students and collaboration with colleagues that reflect the ethical dimension of teacher professionalism.

However, the lit shows that the important challenges in implementing regulatory insurance in terms of living professional values are significant. Many teachers view enrolment as a bureaucratic requirement rather than as a confirmation of professional identity and ethical duty. This sensing raises questions as to whether external rule alone can promote genuine professionalism or whether it should be complemented by philosophy reflection on why these standards are important.

Philosophers like car (2000) indicate that professionalism should not only be understood formally, but should be seen as an expression of moral capacity, serious-minded thought and commitment to bookmark well-being. In this view, the regulating should not only manipulate what teachers do, but encourage them to consider education as a moral and intellectual practice. If rule is free-based on philosophical ideals such as lifelong acquisition, autonomy, and honourable responsibility, it can help teachers see professional standards as part of their identity, not just what they need to do.

The role of the rat regulation must therefore be assessed not only in terms of its strength in its application, but also by furthering teachers to integrate these deeper professional values. This study draws on this perspective to essay whether the council's policy is a good means to shape teachers, produce awareness of identity, engage, and take more important footsteps to bridge the gap between policy and practice.

B. Philosophies perspectives on teacher professionalism

Philosophical study supplies a substantive penetration into what it really means to be a professional teacher beyond formal policies and certifications. The philosophers of classical and present-day education argue that true professionalism is based on thoughtful practice, moral duty and a personal sense of appeal, rather than on mere respect for the formulas. This approach considers teaching an ethical and cerebral commitment, not just a technological task. Carr (2000) aims out that professionalism should cultivate virtues such as care, satin pod, and fairness, and make teachers role models for learners. Similarly, compete (1993) describes pedagogy as a moral practice that wants deep reflection on how values influence interactions in the classroom. These philosophical positions emphasize that performance must be informed by internalized values and not by obligations levied.

In the, Nigerian context, few surveys have critically studied how the rt policy treats these philosophical ideals. Most research focuses on certification, compliance, and political termination, with a circumscribed psychoanalysis of the construct of professional standards, which reflects deep ethical obligations. This opening is stated by the citation of whether the rt rules promote reflection, moral agency and common professional ethics.

The ethical dimensions of education as a profession

Ethics is at the sum of teachers' professionalism. In addition to teaching skills and skills, teachers are necessitated to advance the integrity of the learner, growth, the protection of their well-being and modelling. This ethical responsiveness requires teachers to balance candor, compassion, discipline, and critical judgment in daily practice. The TRCN code of professional conduct lines ethical precepts such as respect, honesty, and responsibility to students and society. Although this code is a significant framework, philosophers indicate that ethical education cannot be reduced to respect for external rulers; it must come from teachers, critical reflection on what is right and why.

Kon, and archiving (2022) have broken that many Nigerian teachers know these ethical banners, but do not always consider them important. The integration of education and ethics into teacher preparation programmes can aid fill this opening by encouraging teachers to view themselves moral agents and not passive helpers of domination. If teachers infer the reasons for ethical codes, they will apply them with reflection and consistency.

Impact of the regulation on the identity and practice of teachers

The relative policy of the rt countries targets to professionalism education by formalizing beginners and professional facilitator. Licenses, certification, and codes of conduct are elements that qualify teachers who see their role in gold. Ideally, these measures should create a common gumption of professional identity, rooted in ethics and public service.

However, studies suggest that many Nigerian teachers still consider enrolment as a formality or a requirement for employment. This implemented vision may undermine the passer goal of promoting commitment, superb, and ethical responsibility. Philosophical perspectives suggest that rules should do more than control extraneous behaviour; they should civilian teachers who are naturally motivated by entries. If regulation is linked to thoughtful training, professional talks and on-going ethical breeding, it can encourage teachers to see standards as part of their identity, not just what they do. This integration of foreign policy and internalised values is essential to professionalism, especially in spheres where social and economic pressure keeps teachers from engaging.

II. METHODOLOGY

This study adopts the philosophical inquiry method chosen for its posture in the critical examination of the conceptions, values, and assumptions underlying professional policies and practices. Instead of collecting statistical data, this method habitats conceptual analysis, critical reflections and normative assessments to try how the regulatory insurance of the Nigerian registration board (TRCN) influences the deeper grandees of the teaching profession in Nigeria.

A. *The research process postulated three related steps,*

Concept analysis: the first phase focused on clarifying and analysing the key concepts that are at the centre of the study, including professionalism, education ethics, professional identity and regulation. This tone was designed to identify different philosophical interpretations of these concepts in educational lit by drawing on thinkers such as car (2000), and socket (1993) and by examining how these substances are oriented or

counterpointing with the definition of professionalism by the rt in its official guidelines and codes.

Critical reflection: the study then critically considered relative recitation, and rt documents, such as the RT code of professional conduct and current policy reports and arguments (rt, 2024). This thought has localized on the question of philosophy: do these rules endorse the

Development of the moral capacity, the serious-minded practice and the intragroup motivation of teachers? Or are they likely to be viewed purely bureaucratic controls? The objective was to assess whether the rat's efforts went beyond formal compliance, in order to truly stir honourable commitment and professional increase.

Prescriptive evaluation: finally, the study assessed what should be in other words, what philosophy principles should guide the professionalism of teachers in Nigeria. This normative judgement compared the current regulatory approach to the ideals of education philosophy and endorsed ways to better promote regulation of ethical education, thoughtful pattern and a common gumption of professional vocation.

During these stages, secondary data were used: written scientific articles, TRCN documents, scripts on the philosophy of education and teacher professionalism, and empirical studies on teacher perceptions in Nigeria. References were selected from the most recent journals in Nigeria, international research on education and official publications of the TRCN, to ensure both local relevance and a broader theoretical basis.

The philosophical method is well suited to this study, as it countenances us to examine in particular how politics refers to values and importance, rather than to stop a descriptive analysis of political effects. The purpose of this discipline is to provide new information on how rule can push genuine professionalism, which internalizes rather than imposes teachers.

B. Analysis and discussion

This study examined the relative effects of the Nigerian teachers' enrolment board (TRCN) on teacher professionalism and examined the depth of this situation with the philosophical dragons of reflection practice, moral legacy and professional identity. The philosophical method has been researched beyond the description of the insurance, to know what it means to be a professional teacher in Nigeria and whether current rules upgrade this importance.

C. Understanding Professionalism beyond Compliance

The analysis shows that professionalism is more philosophical than certification, licensing, or political submission. The question is who realises himself, what values guide his study and how they critically reflect on his practice. True professionalism is free-based on an internalized honourable commitment, not just external oversight.

In practice, however, the policies of the TRCN, which are important for formalizing education as a recognised profession, stay strongly opposed to outside regulations. Teachers must file, obtain licences and follow the TRCN code of professional conduct, which considers with the honesty, fairness, and esteem of learners (TRCN, 2024). These measures serve learners to protect and maintain standards that are undoubtedly youthful. However, they may be seen

as bureaucratic demands if they are not further considered as to why these standards are important.

As Adebayo (2023) marked, many Nigerian teachers consider the registration of the rt primarily as preconditions of employment, rather than as a declaration of identity or ethical indebtedness. This solvent shows a gap between the political intent to increase education and education, a perception of regulation that is being known.

D. Reflective Practice and Moral Agency: The Missing Link

Philosophical literature has consistently emphasised the grandees of thoughtful practice and moral practice as the cornerstone of teacher professionalism. Reflected practice means that teachers perpetually challenge, adapt, and learn their experiences, not just follow prescribed methods. Moral representation includes teachers consider themselves an active ethical agent responsible for the learner, increment rather than passive rule followers.

However, the framework of the rt is currently more focused on the definition of minimum standards and external responsibility. Although this approach is essential for quality assurance, it does not sufficiently further teachers to think or to infer themselves as part of a professional community that is based on common values.

This tension between external compliance and internal obligation is not unique in Nigeria, but interventions are high, given the challenges of Nigerian education, such as overcrowded classrooms, deficient resources and low public confidence in teachers. Without promoting ethical reflection and dialogue, regulatory policy dangers becoming checklist rather than instruments that stimulate vertical professionalism.

E. Philosophically Informed Regulation: Integrating Policy and Purpose

The analysis suggests that regulation and philosophy ideals are not contradictions, but can complement each other. Policies can do more than enforce standards that can incorporate serious-minded practices and ethical discussions into teacher training programmes, shops, and professional development.

This could encourage ethics seminars where teachers share quandaries and discuss how ethical principles apply in recitation. Teachers could set up courses that address critical numbers: what is responsible pedagogy? Why do fairness and respect play a role in the class? This philosophical discipline helps teachers to internalize codes of conduct by considering them as the expression of common professional objectives and not as formulas levied by the top.

This feeder is adapted to chew, and chew, 2020, and requires a balanced model, combining certification and regulation with philosophical education, which reinforces the professional identity of teachers. Over time, this could shift teachers' perceptions of enrolment as a formality towards adoption as part of a subtler commitment to ethical education and womb-to-tomb learning.

F. *Bridging the Policy–Practice Gap: A Path Forward*

The results of the bailiwick highlight a significant truth: the professionalism of teachers is not only through external regulation, but through the being of teachers-in-house of vocation and ethical committees. While the TRCN has taken decisive steps to standardize qualifications and promote ethics, the thicker objective of promoting thoughtful and honourable teachers stays part unreliable.

To meet this gap, regulation needs to be oriented beyond its compliance. It must also become a platform for critical negotiation, common values and professional increment. Philosophies selectivity can make rule more relevant by transforming rules into real teachers' policies and reasons.

Thus, the regulatory role of the rat-s cannot be prepared by replacing standards, but by supplementing them with philosophy preparation that encourages teachers to motivate and rely on their profession. This comprehensive approach supplies a stronger basis for sustainable professionalism, which benefits not only teachers, but also learners and the communities they service.

G. *Findings*

The study examined whether the relative role of the Nigeria teachers' enrolment board (TRCN) really encourages professionalism as an ethical and reflective practice or whether teachers perceive it to a large extent as an administrative demand. The sketch has revealed several significant lessons on the basis of philosophical analyses.

First, the policies of the TRCN, including certification, licensing, and modification of conduct, have strengthened formal identification of education as a regulated profession, but many teachers are still moving closer to these quantities, especially as conditions of usage and not as part of their professional identity. This shows that, although regulation is necessary to maintain standards and protect learners, it does not mechanically translate into interiorised professional committees.

Secondly, the psychoanalysis has highlighted a gap between external regulation and teachers, which allows for a fuller understanding of what it implies to be a professional. Philosophical perspectives aim out that unsigned professionalism is based on moral action, reflection axis and intrinsic motivation. However, the current effectual model is not as important as teachers to help reflect on why ethical standards are important or how they relate to their day-to-day practice.

Third, the study found that the relative efforts of the rt-, although significant, may be seen as bureaucratic controls without complement standards that encourage critical dialogue and philosophical reflection. Teachers who consider registration as a routine obligation cannot fully handle honourable codes as life principles that steer decisions in complex classroom situations (ken & archiving, 2022).

Fourth, research has shown that rule and philosophy ideals should not be separated. For example, if the policy deliberately integrates philosophical education, ethics courses and think-tanks during education, they can boost teachers to view professionalism as part of what they are, rather than what they should do. This combination can foster a stronger gumption of common values and professional pride.

In summary, the results show that, although the rt has successfully implemented major structural reforms, the deeper goal of existing teachers as thoughtful and ethical professionals is only partially achieved. To fill this opening, regulatory policy must be consciously oriented towards philosophical positions that help teachers desegregate professional values and view their work as a vocation based on ethical duty.

III. CONCLUSION

The Study examined whether the legal framework of the rt experts was really boosting professionalism as an ethical and thoughtful recitation or was considered an administrative obligation. Although the regulation is essential to the observance of standards, genuine professionalism looks on teachers interacting with values such as moral agency and serious-minded celebration. Insurance orientation towards philosophy education can help teachers to view banners as part of their professional identity and not as external obligations that ultimately enhance the tone of education and public confidence.

IV. RECOMMENDATIONS

Free-based on the results of this discipline, the tracing passports are proposed to strengthen the professionalism of teachers in Nigeria and bridge the gap between regulation and authentic professional identity:

1. Teacher training establishments should include specific classes on education philosophy, ethics, and thinking practice, to serve teachers view professionalism as more than respect and as a common ethical dedication.
2. Tran and education directors should organize workshops, seminars, and peer discussions that focus on real classroom dilemmas and encourage teachers to critically reflect on ethical banners and their professional finishes.
3. Instead of considering adjustment as a single demand, the run could link licence renewal to a requirement for professional reflection, mentoring, or participation in ethical grooming, and aid teachers internalize the standards they promise to meet.
4. Teachers should be encouraged to form vocational training communities, where they can discuss challenges, share ethical concerns and tone common values, and make an acculturation of collective responsibility rather than meeting individual demands.
5. The TRCN could produce accessible guides, videos, and materials that not only explain what codes of demeanour demand, but also why they are important to teachers, learners, and social creators, who feel less nonfigurative and more related to the day-to-day work of teachers.

By adopting these recommendations, the legal model can go beyond the enforcement of legislation to revolutionized teachers, accept professionalism as a life journey, ethical, and reflective, which ultimately enriched the timbre of education in Nigeria.

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1. Integration of the philosophy of general and ethical training into teacher training programs.
2. Organize brainstorming workshops and seminars to discuss coarse honourable dilemmas and professional values.
3. Link renovation of licenses to participate in professional selectivity and ethical grooming.
4. Upgrade professional seeing communities to exchange experiences and strengthen ethical obligations.
5. Development of textiles that excuse the importance of codes of conduct and consider the policy relevant and relevant.

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